The Power of Assessment Webinar Series

Module #10

Formative Assessment Strategies

Tom Schimmer In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION





IN THE END, YOU WILL...

- ...develop an initial understanding of the role that common formative assessments can play in an overall balanced assessment strategy.
- ...understand the important characteristics of hinge questions and how they can be used formatively.
- ...be able to identify a few self-assessment strategies you could incorporate into your instructional routines.

Common Diagnostic Assessment

- ☐ Typically at the beginning of the year.
- Used to determine instructional groupings
- Used to identify instructional strategies
- ☐ Decisions are "initial"
- ☐ Groupings meant to match the relative intensity of the learning challenge.

Pre-Assessments

Common Formative Assessments

□ Usually interim or periodic.



- ☐ Often similar in format to district or state assessments.
- ☐ Focus is on the BIG IDEAS or "Power" Standards.
- ☐ Teams use the results for further instructional planning.
- ☐ Instructional alignment & ongoing collaboration.
- ☐ Clarity on "proficiency" or "mastery."

Common Summative Assessments

- ☐ Usually at the end of a unit, quarter, semester, and/or course.
- Verification of the achievement of standards.
- Results used to make large scale instructional and/or program decisions.
- Often replicate the format of external standardized tests.
- Can be authentic assessments as well.

Assessment Levels

Level	Priority	Frequency
Classroom	Feedback	mediate Goals Daily/Weekly
Grade-wide OR school-wide	Assessments	nort-term Goats Monthly/Periodic
District/State	Summative and/or Standardized	ong-term Goals Yearly



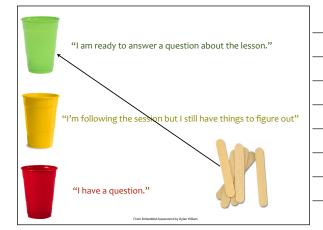
What is a "Hinge" Question

- A well constructed question that reveals the students' true level of understanding.
- Based on an important concept that is critical for students to understand.
- Students rarely (if ever) get the right answer for the wrong reason.
- Usually in multiple choice format (limits responses).
- * Other choices represent common errors in thinking.

"Hinge" Question Guidelines

- No more then 2 minutes for all students to respond. (1 min. is better).
- Teachers must be able to view/ interpret responses in approx. 30 sec.

Self-Assessment



Fist to Five

0 = "I am completely lost." **1** = "I need a lot help."

With the teacher

- 2 = "I understand some of it, but I need to practice more."
- 3 = "I understand it, but could use some extra help." **PEEK**
- **4** = "I feel confident that I can do it independently."

ALONE

5 = "I feel like I have it mastered."



Student Reflections

Look Back

What unexpected challenges did you encounter while you were working on this project? How did you overcome them?

Look Ahead

What aspects of other students' projects would you like to incorporate into your next project?

Look In

What did you learn about yourself while you were working on this project

• Look Out

What do you hope others will notice about you when they're looking at you project?

Checklists v Rubrics

- CHECKLISTS focus on verifying the existence or follow-through with specific aspects, attributes, or directions.
- □ **CHECKLISTS** are low-inference decisions and can include "non-learning" attributes. (i.e. title page).
- RUBRICS are anchored on the intended learning or standard and distinguish between levels of quality.

What's Next?

- Effective Leadership for Assessment & Grading
 - Adaptable leadership
 - · The evolution of a new idea.
 - First 3 of 6 leadership strategies.

Questions/Connections...



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